

Congress of the United States
Washington, DC 20515

March 19, 2018

The Honorable Tom Cole
Chairman
Subcommittee on Labor, Health and Human
Services, and Education
U.S. House of Representatives
Committee on Appropriations
Washington, D.C. 20515

The Honorable Rosa DeLauro
Ranking Member
Subcommittee on Labor, Health and Human
Services, and Education
U.S. House of Representatives
Committee on Appropriations
Washington, D.C. 20515

Dear Chairman Cole and Ranking Member DeLauro,

We are writing to urge you to provide at least level funding in Fiscal Year (FY) 2019 for the Teacher Quality Partnership Grant (TQP) program authorized under Title II of the Higher Education Act. The TQP Grant program is the only federal initiative targeted directly to higher education-based teacher preparation programs, and it is designed to help ensure that high-need schools are staffed with profession-ready teachers. As institutions of higher education prepare and support nearly 90% of all teachers, a federal investment in reforming and strengthening these programs is critical.

At a time when the profession faces declining enrollment, teacher shortages, and retention challenges, federal investments in solutions such as the TQP grant program is vital. TQP grants support intensive partnerships between high-need school districts, high-need public schools, institutions of higher education, and other eligible entities to prepare profession-ready teachers. These grants leverage federal dollars by requiring a 100% match and can be used to reform undergraduate preparation programs or to develop teaching residency programs at the graduate level. These partnerships require that programs include at least one year of clinical experience, which research has shown to be crucial for teacher effectiveness and teacher retention. Grantees are required to offer no less than two years of induction for their graduates and offer professional development to the school where they are teaching. In addition, grantees must prepare new teachers to teach students with disabilities and English language learners, to use research and data to inform instruction, and to have literacy teaching skills so that upon program completion teachers are fully prepared for the rigors of providing daily classroom instruction. Furthermore, graduates of TQP-funded residency programs must fulfill a three-year teaching obligation in the high-need district in which they were prepared.

TQP grantees have had a major impact on teacher preparation reform and on the quality of teaching in communities across the country. In fact, Old Dominion University, a 2009 grantee, solved the STEM teacher shortage in its partner district and continues to address workforce needs to this day. Through the 68 programs that have received funding via the TQP grant, over 500 high-need public schools are seeing improvements in the quality and retention of their teachers, and in the quality of their students' learning experiences and achievements. It is

essential to maintain funding for this program so that we can continue the important work of transforming teacher preparation throughout the country while deepening the partnerships with the communities in which they serve.

Thank you for your consideration of this request. We look forward to working with you to ensure that all of America's students have profession-ready teachers in their classrooms.

Sincerely,


Kyrsten Sinema
Member of Congress


Rodney Davis
Member of Congress


Jimmy Panetta
Member of Congress


Donald M. Payne, Jr.
Member of Congress


Mark DeSaulnier
Member of Congress



John Lewis
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James R. Langevin
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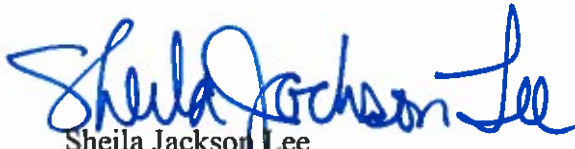

Jan Schakowsky
Member of Congress



Jim Costa
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Jerrold Nadler
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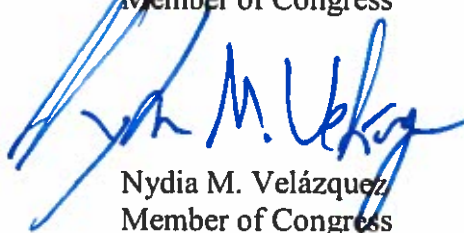
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Ann McLane Kuster
Member of Congress



Ted W. Lieu
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Nydia M. Velázquez
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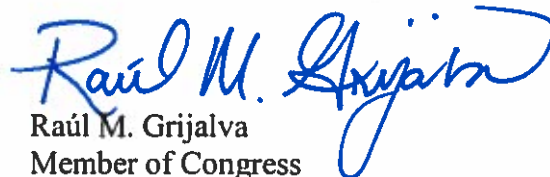
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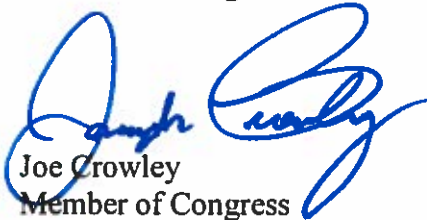
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Pramila Jayapal
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Bobby L. Rush
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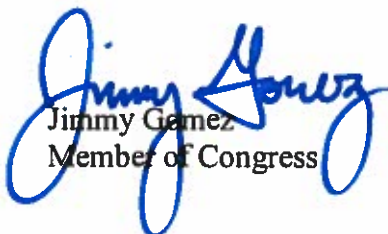
Eliot L. Engel
Member of Congress



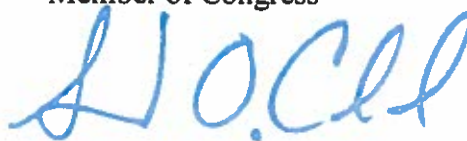
Bradley S. Schneider
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Jimmy Gomez
Member of Congress



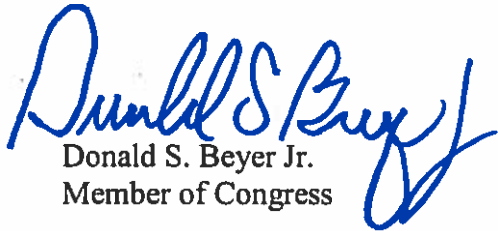
Salud O. Carbajal
Member of Congress

Beto O'Rourke.

Beto O'Rourke
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